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ENG 1002G-010: College Composition II

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ENG 1002 College Composition II Spring 2017
Argument & Critical Inquiry (3 credits*)
Section 004 Meets TTH 9:30 - 10:45 Section 10 Meets TTH 12:30 - 1:45
Instructor: L. A. Berry (Ms Berry or Ms B)
Office Hours: 8:30 to 9:30 & 10:50 to 12:20 TTH
Coleman 3836 Contact me via e-mail: laberry@eiu.edu

Required Text/Materials: Wysocki and Lynch. *compose design advocate*
Lunsford, Ruskiewicz and Walters. *everything's an argument*
Post-it™ notes/notebook/folder for in- class assignments

Catalog course description: College Composition II focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others' arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information. (WC)

Course Goals/Outcomes

Students will demonstrate the ability to:

- Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents (WCR, CT, RC-1, RC-2)
 - Produce cogent arguments that consider ideas, issues, problems, and evidence from multiple perspectives (WCR-5, 6, 7, CT-1-6, RC-1, 2)
 - Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance (WCR-5 -7, CT-4 -6)
 - Integrate sources ethically, appropriately, and consistently in written documents (WCR-7, CT-4, RC-2)
 - Use data and create graphical elements in their writing (QR-2 -6, RC-2)
 - Recognize how to transfer their writing process, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations (WCR)
- Present work in Edited American English (WCR-4)

Attendance Policy: Work done in-class cannot be made up.

Properly verified medical absence requires a note from a physician directly stating that the student could/should not be in attendance for medical reasons.

Properly verified emergency absence requires documentation that, had the student attended class as scheduled, he or a close relative would have been put in a life-threatening situation.

Properly verified official University activity absence requires documentation on letterhead signed by the faculty or staff member in charge of the activity.

Properly verified emergency work absence requires documentation on official letterhead signed by the supervisor of the emergency work.

You will not be granted make-up privileges for absences due to reasons other than those listed as being verifiable.

Absences not eligible for make-up privileges will result in the loss of two points.

Tardiness or leaving early will be a one point deduction; so will not having your textbook.

University Policy on Academic Integrity—

Students are expected to maintain principles of academic integrity and conduct defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Departmental Policy on Plagiarism

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

In this course, the maximum penalty will be imposed: F for the course and reporting to Judicial Affairs.

University Policy on The Student Success

Center—Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text taking, note taking, avoiding

University Policy on Writing Portfolios:

Students can submit a sample of their writing for the Electronic Writing Portfolio for either English 1001G or 1002G, but not both. Instructors assess each sample according to the rubric provided on the submission form that each student fills out. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/assess/ewpmain.php>.

University Policy on Students with

Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). Accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or

call 217-581-6583 to make an appointment.

procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581- 6696, or go to 9th Street Hall, Room 1302.

Main Assignments (minimum length)

You will complete multiple assignments drawn from these categories. Grades will be averaged with the lowest grade dropped.

Average of work done in class/as preparation	15%
Rhetorical analysis (3)	15%
Definition (4)	15%
Evaluation (4)	15%
Causal Argument (4)	20%
Proposal (4)	20%

Weeks 1-2: Introduction to the Core of Argument

Unit Objectives:

- Understand that the core of an argument is a claim with reasons
- See argument as a process of clarification and inquiry
- Reintroduce students to rhetorical principles learned in ENG 1001G/1091G
- Understand the enthymeme as a claim with a stated reason often in a *because* clause
- Comprehend the way the Toulmin system provides the concepts of claim, reasons, warrants, grounds, backing, conditions of rebuttal, and qualifier as a means to construct an argument
- Understand the key concept of warrants as a means to check whether their particular audience will accept the soundness of their enthymemes
- Understand that arguments are intensely rhetorical in that they grow out of specific occasions, and through audience-based reasons must be tailored to the needs, interests, and values of specific audiences

In the following schedule, unless noted otherwise, reading assignments refer to *everything's an argument*

Jan 10	Introductory activities
Jan 12	Prior to class read Chapter 1 in "Everything's an Argument"
Jan 17	<p>Prior to class skim read Chapters 2, and 3: By this, I mean you should look at all the subheadings, and delve into sections where you need more knowledge. Be able to discuss #s 1 & 3 on 39 and 3 on 50.</p> <p>Study Chapter 4 more fully; there are some terms here you need to be sure you know.</p>

From each chapter, choose a quote (they are in boldface) that catches your attention. Be able to explain why the quote got your attention, what context it was originally in and what point the text authors are using it to support.

Jan 19 Study Chapter 6; Use the link to watch the ad discussed on 94-5

<https://www.youtube.com/watch?v=xNzXze5Yza8>

Do you agree with the excerpts of Carolyn Gregoire in the text? What about some of the responses on YouTube? Sort out examples of *how* people are making their arguments based on what you have learned from the text. Take notes about all this to share with the class.

Weeks 2-3 Rhetorical Analysis & Examining Visual Rhetoric

Unit Objectives

- Understand how visual and verbal elements can work together to produce rhetorical effects: supporting the logical core of an argument, enhancing the writer's credibility and authority, and stirring audiences' emotions and imaginations
- Analyze and use the elements of visual design—type, layout, color, and image
- Understand that visual arguments like all arguments are products of specific historical, social, and cultural moments
- Apply knowledge of argumentation to analyzing/producing visual arguments

Jan 24 Review “Coca Cola’s Multilingual “America” Ad 570 – 2, prior to class look at cartoons on 517-21 and read “It’s Not about You” 106 – 8

Jan 26 Discuss “Understanding Brooks’ Binaries” 109-11; Review Guide to Writing a Rhetorical Analysis 112-18

DUE: Jan 31 Rhetorical analysis of **one** of the following:

“The Nothing to Hide Argument” 734 – 44 (See also question 5 on 745)

An editorial cartoon (See 517-21)

The Coca-Cola “America the Beautiful” ad (available on YouTube)

Follow instructions beginning on 112 in *everything’s an argument* and bring your hard copy of the essay to class. Minimum length: 3 pages

Name in upper right, followed by a centered title (a real title, not simply Rhetorical analysis). Do not leave additional space between your name and the title, nor the title and the body of the paper, nor each paragraph. Simply double space throughout.

Weeks 4- 6: Definitional Arguments

Unit Objectives

- Understand the pattern of development for simple categorical arguments

- Understand different kinds of definitions (Aristotelian and operational) and different approaches to generating definitional criteria
- Understand the benefits and pitfalls of arguing by analogy
- Practice writing effective definitional arguments

Jan 31 Read Chapter 9 up to 204 prior to class

Feb 2 Respond (in a typed document) following instructions on 188 to the words/phrases: serious literature, hate crime, religion, marriage

Feb 7 Respond (in a typed document) to questions on 192 about photographs

Feb 9 Prior to class, read “Who are You Are You Calling Underprivileged?” 206-9

DUE Feb 9: Proposal for a definition following instructions on 201

Feb 14 Prior to class, read “Sustainability” 602 – 8 and “The Nothing-to-Hide Argument” 734 - 43

Feb 16 Prior to class, read Chapter 10 up to 230

DUE Feb 16: Definition project #1 on 205; follow the Guide on 199-202 in *everything's an argument* and bring your hard copy of the essay to class. Minimum length: 3 pages Name in upper right, followed by a centered title (a real title, not simply Rhetorical analysis) Do not leave additional space between your name and the title, nor the title and the body of the paper, nor each paragraph. Double space throughout.

Weeks 7-9 Evaluation Arguments

- Produce evaluation arguments by specifying the category that their X belongs to and developing and weighing criteria for that category and its function
- Understand principle-based and consequence-based ethical evaluations
- Construct evaluation arguments that support both the criteria and the match
- Practice finding evidence and evaluating and ethically incorporating sources

Feb 21 Prior to class, read Chapter 18

DUE Feb 21: Follow instructions on Respond 214, but choose **two** items you understand and two you don't

Feb 23 Prior to class, read Chapter 19 and “The Wikipedia Game...” 232-6

Feb 28 Prior to class, read “Place, not Race...” 712 – 22

Mar 2 Prior to class, read Chapter 20

DUE: Mar 2 Look at #4 on 231. About halfway down, the authors give 4 example questions. Choose **two** of those questions and write out a list of criteria of evaluation you imagine people currently use, and another list of how criteria will be altered if the circumstances posed in the question occur. Also, write down a question of your own following the premise of the examples.

Mar 7 Plan for primary research

Mar 9 Plan for secondary research

SPRING BREAK Hooray!

Weeks 10-12: Casual Arguments

Unit Objectives

- Understand the important methods of causal arguing
- Practice writing causal arguments

Mar 21 Prior to class, read Chapter 11

DUE: Mar 21 Evaluative argument/research (See electronic handout for instructions)

Mar 23 Prior to class, read “Can a Playground Be Too Safe?” 268 -71

Mar 28 Prior to class, read “The Trouble with Diversity” 725 – 30

Mar 30 Prior to class, read Chapter 6; in class, discuss types of causes

DUE Mar 30: Complete Respond 252 and sketch out a plan to answer one of the questions in #2 on 263

Apr 4 Research Day

Apr 6 Peer editing

DUE Apr 6: Causal Argument: Pick one of the topics on 263.

Weeks 13–15: Proposal Arguments

Unit Objectives

- Understand how to write both policy and practical proposals
- Practice with using arguments of category, consequence, and resemblance to support a proposal argument
- Think about and weigh alternative solutions
- Give presence to the problem they are seeking to solve
- Plan out their proposals to gain the attention of the intended audience, the people who have the power to change the situation (decision-makers) or who need to think differently about this problem

Apr 11 Prior to class, read Chapter 12 (up to 276)

Apr 13 Prior to class, read 277 - 300

Apr 18 Read 301-2

DUE Apr18: Annotated bibliography of 5 sources

Apr 20 Writing Day

Apr 25 Peer editing

Apr 27 Revision day

DUE Apr 27 Proposal project